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ABSTRACT

Presented is the final report of the New York Regional Resource Center program for activities in the area of Child Find, Individual Educational Programs, and Non-Biased Assessment for handicapped children. Focused on are two areas of work, state program development, and project accountability and administration. It is noted that the following materials were developed: a Child Find Manual, statewide and regional directories of services for the handicapped in New York, a monograph titled "A Technical Analysis of the Variatin in Screening Instruments and Programs in New York State," and a publication titled "Protection in Evaluation--A Resource Manual" designed to deal with problems of placement and evaluation of minority group children. Appended are statistical data on handicapped learners impacted by Regional Resource Center #10 workshops, a client summary, a sample inservice training workshop input form, and the regional direction service quarterly report. (SBH)

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Final Report for RRC #10
New York Regional Resource Center

Final Report for June 1, 1977 - November 15, 1977

Submitted to BEH/USOE in
Compliance with provisions
set in RFP 74-6

Project Director: Martin A. Hayott

Project Officer: Marie Roane

Date: January 31, 1978

EC 110 472

NEW YORK REGIONAL RESOURCE CENTER

Contracting Agency:

The City University of New York

Information contained in this report meets the requirements for quarterly reports as stated in RFP 74-6 and is in compliance with stated procedures.

PROJECT DIRECTOR: _____

PROJECT OFFICER: _____

BRANCH CHIEF: _____
(Learning Resource Branch)

ABSTRACT

New York Regional Resource Center (NYRRC)

This is the Final Reprot submitted by the New York Regional Resource Center in fulfilling the requirements of reporting accountability data to the Bureau of Education for the Handicapped, for the last months of the contract June 1 through November 15, 1977 for the RFP 74-6. Most of the program activities were carried over through these final months. The NYRRC continued its efforts in the areas of Child Find, Individual Educational Programs and Non-Biased Assessment. During this period the Child Find Manual was developed and disseminated to all local school districts, all Boards of Cooperative Educational Services, all developmental centers in New York State, and nationally to State Directors of Special Education, Learning Resource Centers, and selected personnel of BEH and NASDSE. Though the position of RRC/SED liaison officer became vacant during this period, the NYRRC staff continued its assistance regarding Child Find, Committees on the Handicapped, non-biased assessment, and individual educational programming.

The New York Regional Resource Center completed the publication of statewide and regional Directory (s) of Services for the Handicapped in New York State. In addition to listing programs in New York State, these contain listings of 37 out of state programs. Dissemination efforts have begun on statewide basis and will be on-going as we respond to direct requests from educators, parents, and advocacy organizations. A monograph entitled A Technical Analysis of the Variation in Screening Instruments and Programs in New York State is being published and will be disseminated.

There were no additional training workshops conducted during this period. The NYRRC developed and disseminated two publications, for working with the severely to profoundly mentally retarded, to the New York State Education Department, the New York State Department of Mental Hygiene, LEA's, public and private educational agencies. These are (a) Basic Skills and Activities Compendium, which contains instructional objectives and matching activities of the severely and profoundly mentally retarded child (b) the Paraprofessional Training Manual, which utilizes the compendium to facilitate training.

In addition, the NYRRC developed and disseminated a publication entitled Protection in Evaluation: A Resource Manual to deal with the problems of placement and evaluation of minority group children. It deals with such topics as, equal opportunity education, the social history and critical issues in the intelligence testing of minority group children, IQ Testing and minority child, assessment and standardized tests, and the consequences of biased assessment. To complement this manual, a one-day, workshop on non-biased assessment was presented highlighting the issues involved.

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Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1A-02

Descriptor: Develop experimental models for appraisal and programming

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	4,748.71	7,530.79	$15,757.05
Person Hours	245.5	345.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
d	One self contained mini-training packet that will represent a model for programming to be prepared and delivered to State Education Department, and also to State Department of Mental Hygiene.	0	1	1A-8

Two publications have been developed and disseminated to the New York State Education Department, the New York State Department of Mental Hygiene, LEA's, public and private educational agencies. Together they constitute a self contained model for programming for the severely and profoundly handicapped child.

The Basic Skills and Activities Compendium presents instructional objectives and matching activities appropriate to the education and training needs of the severely and profoundly mentally retarded child. The companion document, the Paraprofessional Training Manual utilizes the Compendium to facilitate training. While the training manual has been developed for paraprofessionals, it is equally appropriate as a model for parent training. Similarly the Compendium also has value in the development of IEP's (Individualized Educational Programs). The 116 activities comprising the Basic Skills and Activities Compendium have been developed utilizing a format and language that is appropriate for use by parents and paraprofessionals as well as educators and other clinicians.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1B-01

Descriptor: To provide information support to State Education Agency staff for expanding awareness of options and increasing competencies in appraisal and educational programming

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	18,894.21	45,085.31	$12,907.22
Person Hours	1061	2104	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
d	Information Package I on "Assessment Without Bias" to be prepared and delivered to State Education Department	0	1	1B-2
d	Information Package II on "Individual Educational Planning" to be prepared and delivered to State Education Department	0	1	1B-2

There were no additional packages other than package I and package II as described below. The two information packages have been completed and distributed at various training activities.

package I – Protection In Evaluation

Contains information and guidelines for completing a comprehensive, culturally appropriate appraisal. One section of this package will be published separately.

package II- Individual Educational Planning

Contains information on informal and formal appraisal techniques; writing long term and short term objectives. Activities and instructional materials for implementation of objectives.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1B-01

Descriptor: Provide informatio- support to SEA for expanding awareness of options and increasing competencies in appraisal and educational planning.

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	25,325.21	26,400.48	$27,583.85
Person Hours	1053	1136	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
e	County "Profiles for Planning for Child Find" printed and disseminated to all school districts in New York State.	-	-	1B-2
e	Completion of 36 regional Child Find Workshops	28	28	1B-3
j	Administer public awareness activities through T.V., radio, newspaper coverage, posters, and brochure development through Title VI-B funds	-	-	

Child Find activities for the New York Regional Resource Center involved final aspects in development and dissemination of the Child Find Manual. This manual contained the following sections:

- Introduction
- The Role of Child Find in the Delivery of Special Education Services
- Census
  - a. New York State Education Department Definitions of Handicapping Conditions
  - b. Federal Definitions of Handicapping Conditions
- Public Awareness
  - a. Part 1: Organizing the Campaign
  - b. Part 2: Publicizing Child Find
- Screening
- Interagency Cooperation
- Due Process and Confidentiality
  - a. Due Process Checklist
- Record Keeping and Data Collection Requirements of Public Law 94-142

In addition, the Child Find Manual was disseminated to the following in New York State:

- all local school districts
- all Boards of Cooperative Educational Services
- all Developmental Centers
- selected child find coordinators

And nationally to:

- all state directors of special edcuation
- all learning resource centers
- selected BEH and NASDSE

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1D-01

Descriptor: Provide technical assistance via consultation services.

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	3,232.49	3,744.99	$ 13,415.46
Person Hours	133	133	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
h	Consultations with State Education Department on both appraisal and programming procedures and instruments	0	1	1D-11
e	Completion of guidelines to provide assistance in the development of individualized educational plans	0	1	

The New York Regional Resource Center continued its efforts to hold numerous meetings with the personnel from the State Education Department/Bureau of School Psychological and School Social Services. Plans for providing training materials and activities to members/committees on the handicapped, pupil personnel staff, regular education and special education teachers in appraisal and educational planning have been discussed.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1D-02

Descriptor: Provide technical assistance via training workshops.

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	7,590.83	16,188.92	$13,275.33
Person Hours	233	303	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
1	Convening a workshop for school personnel on "Assessment without Bias"	1	1	1D-1
1	Convening a workshop for school psychologists and school social workers on "Techniques for Non-Biased Assessment"	0	1	1D-1
1	Two workshops on "Appraisal and Educational Planning"	2	2	1D-3

There were no additional Teacher Training Workshops conducted during the final period of the contract. The strategy descriptive remains the same as for the Quarter of February through May, 1977.

The four Teacher Training Workshops agreed upon with the New York State Education Department/Division of Handicapped Children were completed. The Buffalo workshop was held Jan. 10-11, 1977 followed by a workshop in Syracuse January 12-13, 1977. In the spring, workshops were conducted in Patchogue, Suffolk County, on March 14-15, as well as in Albany, N.Y. on May 24-25. A Training package on Developing Individualized Education Programs was completed and distributed to the workshop participants. The two major goals of the training workshop were: 1) To provide training in the use of assessment data to develop individualized educational programs for mainstreamed youngsters, children in special education programs and the severely retarded. And 2) to provide information and techniques of use in the planning and delivery of in-service workshops.

A workshop was convened April 19, 1977 in New York City dealing with the topics of "Protection in Evaluation" and "Individualized Educational Planning". Participants were primarily administrators and included directors of pupil personnel services, guidance, and special and regular education.

The workshop for school psychologists and school social workers on "Techniques of Non-Biased Assessment" has been scheduled for June at the Graduate Center, City University of New York.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1D-02

Descriptor: Provide technical assistance via training workshops

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	1,540.72	19,512.67	$ 17,267.41
Person Hours	933	1077.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
s	Ten workshop sessions will be provided upon request for Development Center, LEA, and non-public school program personnel	10	10	1D-3

o additional training workshops were conducted during this quarter. Strategy description mains the same as for the quarter February through May, 1977. Nine facilities received echnical assistance via training workshops under this strategy. They were as follows:

Sunmount Development Center (2)
Mend School for the Exceptional Child
Winchester School
Creedmoor Psychiatric Center
Letchworth Village
Willowbrook Developmental Center
Wassaic Developmental Center
Suffolk Developmental Center
J.N. Adams Developmental Center

opics discussed in the workshop training sessions were as follows:

Sensory Stimulation for the severely and profoundly mentally retarded

Language Development for the severely and profoundly mentally retarded

Motor Development for the severely and profoundly mentally retarded

Attention Training: A diagnostic/prescriptive approach for the severely retarded

Teaching Basic Living Skills to the Severely and profoundly mentally retarded.

Assessing needs and writing behavioral objectives

The role of the Regional Resource Center/Developmental efforts related to the education and training of the severely-to-profoundly mentally retarded

Two hundred thirty-nine participants inclusive of teachers, teacher assistants, paraprofessionals, psychologists occupational therapists, administrators, and other clinicians who work with the target population, benefitted from the training sessions. LEA and non-public school program personnel were often included in the sessions convened at Developmental Centers.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1D-03

Descriptor: Disseminate information on appraisal and programming procedures and instruments.

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	9,839.33	10,351.83	$12,744.33
Person Hours	476	476	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
ee	Four workshops for the members of Committees on the Handicapped	3	4	1D-7

No additional workshops were conducted during this final period of the contract. The strategy discriptive remains the same as for the Quarter of February through May, 1977.

The four workshops for the Committes on the Handicapped agreed upon with the New York State Education Department/Division of Handicapped Children were completed. The first of the workshop series was presented at the State University of New York at Purchase, N.Y., November 9-10, 1976. The second workshop was delivered at Binghampton, N.Y., March 1-2, 1977. The third was presented at Rockland County April 20-21 and the fourth and last workshop took place in Westbury, N.Y., May 5-6, 1977. Training packages on Decision Making for Educational Planning were completed and distributed to the workshop participants. The package focused upon training the participants to meet the legal requirements for completeness and appropriateness in evaluating children, Committee decision making, and the development of strategies for increasing Committee effectiveness.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1D-03

Descriptor: Disseminate information on appraisal and programming procedures and instrument.

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	6,327.90	38,359.96	$14,950.05
Person Hours	323	1391.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
n	Disseminate information on programming for severely and profoundly mentally retarded children via publication, program materials, directory and a report delineating applicability of developmental efforts to the field experience.	2	2	1D-19

our publications res ding to the education and training needs of the severely and pro-
undly mentally retarded have been developed over the life of the project. Each of these
ocuments have been widely disseminated throughout the state of New York accessing state
nd local, public and private facilities. Three of the publications have been disseminated
ationally. The publications list includes:

1) Program Planning Guideline - This publication is a review of research studies with implications for the education and training of the severely-to-profoundly mentally retarded children and adult.

2) Basic Skills and Activities Compendium - A kit of 116 educational activities inclusive of instructional objectives, step by step procedure, materials listings, and evaluation questions.

3) Paraprofessional Training Manual - An inservice approach for training staff working with severely-to-profoundly handicapped children. Presents activities, use of reinforcers, management techniques and selection of appropriate materials.

4) Directory of Camp Facilities for Mentally Retarded Children and Adults - A listing of available camp facilities in the tri-state area. Descriptive infromation on each camp is also included.

ttempts to evaluate the value of the information disseminated has yielded the following
omments:

"The Basic Skills and Activities Compendium is the first material that we've worked with severely and profoundly retarded that we can just take in the classroom and use without having to adapt it for our own use. The color coded plastic covered cards are very attractive and practical to work with. The index file packet is very convenient for teacher use."

"In sensory stimulation skill category, we can use all the activities and objectives that are presented in the Basic Skills and Activities Compendium. As you know, when students progress as slowly as ours do, we run out of new and different activities which keep the children stimulated (and teachers interested as well)! This packet presented so many new and interesting activities for use for goals that we must work on over a long period of time."

"The motor skills category presents objectives and activities that our more advanced students can utilize. The wealth of materials that is presented made us feel like little children in a huge toy store just before Christmas!"

"The language skills category contains many of the objectives that we are already working on. However, we greatly welcome these new and different activities to achieve these objectives."

"The Basic Skills and Activities Compendium is an excellent teaching and resource tool for the severely and profoundly retarded children. The many new activities presented help to keep the children and the teachers stimulated and interested in our work."

"The Program Planning Guidelines was helpful in determining program alternatives and for the planning and development of individualized services for severely handicapped students."

"Your material covers journal articles which is a useful source of information for programmers. Most bibliographic publications overlook this source of program data...."

"A good RRC product" (Program Planning Guidelines)

"The Camping guide for MR populations has proven extremely useful"

he New York City RRC continues to receive requests for each of the aforementioned

ublications.

	Region #	Region #	Region #
Service Delivery Agency:	ALRC _____	RRC 10	SEA _____

Check if appropriate: LEA ____ SLRC ____ MLRC ____ LLRC ____ OTHER ____

Strategy #: 1D-03

Descriptor: Disseminate information on appraisal and programming procedures and instruments.

Cumulative Strategy-Level Activity

	Q_1	Q_2	Q_3	Q_4	Projected
Costs	6345.12	25,440.55			$22,219.55
Person Hours	183	856			Hrs _____
Schedule	0	0			B-behind O-on A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date Q1	Q2	Q3	Q4
kk	Information packets, bibliographies, catalogs state-of-the-art briefs, etc.	26	26		
d	Diagnostic Assessment Task Handbook	18	308		
q	Program Planning Guidelines	17	40		
i	The Assessment of Children with Sensory Impairments: A Selected Bibiography	7	685		
q	Supporting Activities for Prescriptive Programming	12	186		
kk	The Geographic Distribution of Handicapped Children and Corresponding Educational Services in New York State	78	140		

Outcome Units (con't)

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date Q1	Q2	Q3	Q4
kk	An Introduction to the General Problems of Handicapped Children Populations and Responsible Agents and Agencies and Chronology of Events Related to the Education of the Handicapped as Reported in the New York Times Index 1969-1973	77	360		
q	The Parent's Manual	107	391		
i	Proceedings of the Workshop on the Psychoeducational Assessment of Mentally Retarded Children	11	20		
i	Proceedings from the Northeastern Conference for School Social Workers	4	35		
kk	Directory of Camp Facilities for Mentally Retarded Children and Adults	482	800		
q	Basic Skills and Activities Compendium		125		
d	Child Find Manual		1047		
q	Paraprofessional Training Manual		265		
d	Protection in Evaluation: A Resource Manual		95		
q	Helping the Very Young Child Learn How to Speak Distinctly	75	75		

Outcome Units (con't)

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date Q1	Q2	Q3	Q4
q	Suggestions for Dealing with the Problems of the Visually Handicapped Preschool Child	75	75		
q	Helping the Preschool Child Who Has a Hearing Loss	75	75		
q	Stimulating Speech and Language Development of the Preschool Child	75	75		
q	Helping the Preschool Child Who Stutters	75	75		

This strategy documents the dissemination of products developed by the New York Regional Resource Center, which have been advertised nationally in the CORRC Network Update and throughout New York state through the Special Education Instructional Materials Center network. A total of 3,654 products were disseminated during this period to the 50 states, trust territories, and Canada.

Several new publications developed by the New York Regional Resource Center were disseminated during this time. They were as follows: Basic Skill and Activities Compendium, Child Find Manual, Paraprofessional Training Manual, and Protection in Evaluation: A Resource Manual. In addition, two products were in print this quarter and are to be disseminated shortly. These publications were Directory of Services for the Handicapped in New York State (statewide and regional editions) and A Technical Analysis of the Variation in Screening Instruments and Programs in New York State.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1E-01

Descriptor: Assist states in dveloping plans for special education related to appraisal and programming.

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	13,450.00	13,896.88	$23,310.79
Person Hours	707	718	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
d,k	Utilization of the services of an RRC/SED coordinator for State planning purposes	0	1	
	Participation by RRC staff on the SEC Child Find Committee.	0	1	
	Participation by RRC staff on the SED committee for the Handicapped.	0	1	
	150 hours of planning assistance by RRC project coordinators and associates to SED	0	1	
a	States assisted in developing plans	0	1	1E-3

Planning assistance to the New York State Education Department regarding the development of plans for serving handicapped children slackened as the summer months approached.

The RRC/SED liaison officer position became vacant during this period, but the RRC in-house staff continued its assistance regarding child find, Committees on the Handicapped, non-biased assessment, and individual educational programming.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1E-05

Descriptor: Assist State Education Agency in developing service directory

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	26,809.56	55,884.98	$15,286.63
Person Hours	921.58	1929	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
a	A data bank of more than 1000 entries of Teaching Programs for Handicapped populations	0	1	
b	A directory of Teaching Programs for Handicapped populations by counties	0	1	
a	A manual on how to develop a service directory	0	0	
a	States assisted in service directory development	0	1	1E-7

New York Regional Resource Center has completed the publication of statewide directories of services for the handicapped. The directory contains information with respect to 1) eligibility requirements, 2) fee schedules, 3) geographic boundaries, 4) availability of transportation, 5) diagnostic services, 6), teaching and therapeutic services, 7) parent involvement and 8) handicaps served.

An important feature of the directory is that it contains listings of 37 out of state programs which will accept clients from New York State. A large percentage of these programs accept low functioning and severely or multiply handicapped clients.

Dissemination efforts have begun on a statewide basis and will be on-going as we respond to direct requests from educators in the field, parents of handicapped children and advocacy organizations.

Because of BOCES and school district inter-county linkages, eight regional directories have been published with the major goal of providing a "hands on" resource of services' availability within carefully designated geographic areas of the state. In this way, county and local school agency personnel can effectively identify, coordinate and utilize available resource in the best interest of handicapped children.

Both the statewide and regional directories have comprehensive indexes which provide cross references on type of handicapping condition, geographic location, type of program and counties serviced.

New York Regional Resource Center has engaged in activities geared toward the preparation and publication of a manual on how to prepare service directories. NYRRC engaged in activities designed to answer four broad questions:

1) What groups or agencies are producing directories in the United States? How often?

2) Were the directories prepared for specific populations? If so, who were the main targets.

3) What procedures and methodologies were utilized in the preparation?

4) Were procedures and methodologies different depending on the targeted Population?

A survey of the literature revealed that producers of directories fell into 3 major categories. First, the large national, professional organizations; second the publishing companies; and third government and private agencies.

The results of a random sample of 87 directories and a judgement sample of 104 chosen from 575 education directories published in 1975 showed that the majority of those producing directories were professional organizations, that they publish once per year and they were geared to meet the needs of the members of the organizations. Most of them used educational organizations and other professional organizations as sources of information and processed their data manually.

A compilation of these data can possibly be utilized to suggest best practices or most widely used practices for conducting surveys developing questionnaires, and methods of processing information for service directories.

Service Delivery Agency: region # ALRC___ region # RRC 10 region # SEA___

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 1E-06

Descriptor: To determine syptomatic behavior criteria utilized in each of the 788 districts for all in-school handicapped children population

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	8,911.67	29,889.87	$15,286.63
Person Hours	168.5	800.25	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
a	Demographic data from State Education Department analyzed	0	1	
b	Effectiveness of instruments for testing educable/trainable mentally retarded measured	0	1	
c	Effectiveness of instruments for testing of emotionally disturbed measured	0	1	
d	Effectiveness of instruments for testing psycho-physiological origins measured.	0	1	
e	"A Technical Analysis of the Variation in Screening Programs in New York State"	0	1	

As direct result of our analysis of the variation in instrumentation used for differential screening of handicapping conditions in 788 New York State school districts, the New York Regional Resource Center has compiled its findings and recommendations into a monograph.

This monograph is being published and will be disseminated in New York State with the goal of assisting to erradicate inconsistent judgements and provided insights into current thinking in the field of educational assessment and appraisal.

Service Delivery Agency: region # ALRC____ region # RRC 10 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 5A-01

Descriptor: Monitor program activities

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	6,201.72	21,821.43	$18,084.26
Person Hours	304	810.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
b	Project Activity reports for internal use and evaluation	1	2	
a	15 Strategies monitored in quarterly reports for BEH and CORRC	1	2	
q	Final Technical Report for BEH and CORRC	0	1	5B-8

This reporting period covered June 1, 1977 through November 15, 1977. This is the last and also the final report for the RFP 74-6. The New York Regional Resource Center's contract ended on November 15, 1977, and during this final period fifteen strategies were monitored for program effort to the Bureau of Education for the Handicapped to satisfy the requirements of accountability data. The major outcomes include: four workshops on Individualized Educational programs; and one on Non-Discriminatory Testing. The products published and disseminated during this period under report were: Child Find Manual; Para Professional Training Manual; and Protection in Evaluation. In addition, developed during this period were: Directory of Programs For The Handicapped in New York State; and Technical Analysis of the Variation in Screening Instruments and Programs in New York State. The Final Technical Report of the New York Regional Resource Center for the period June 1, 1974 to May 31, 1977 was also submitted to the Bureau of Education for the Handicapped.

Service Delivery Agency: region # ALRC____ region # RRC 3 region # SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 5A-02

Descriptor: Conduct fiscal monitoring.

Cumulative
Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	7,570.20	18,980.58	$16,737.26
Person Hours	332	773.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
b	Fiscal reports produced for internal management use.	1	2	
a	Fiscal data reported in quarterly reports to BEH and CORRC	1	2	

During this period, the New York Regional Resource Center reported fifteen strategies for fiscal accountability to the Bureau of Education for the Handicapped. The dollar expenditures and person-hours reported are cumulative only to the seven months extension of the contract until November 15, 1977. However these programs and administrative expenditures do not include $4500.00, the balance remaining on a sub contract with the University of the State of New York to maintain a liaison office in Albany New York, with the New York State Education Department. The NYRRC awaits billing from NY State Education Department for the final payment due. Fiscal review meetings were held regularly to ascertain the balance of monies that were expected to cover the last months of the contract. Fiscal reports were also prepared for internal use and evaluation.

Service Delivery Agency:	region #	region #	region #
	ALRC____	RRC 10	SEA____

Check if appropriate: LEA___ SLRC___ MRLC___ LLRC___ OTHER___

Strategy #: 5C-01

Descriptor: Provide liaison with network units and participate in meetings with network units.

Cumulative Strategy-Level Activity

	Q_1	Q_2	Projected
Costs	4,796.76	15,389.47	$18,471.74
Person Hours	220.5	548.5	Hrs_____
Schedule	0	0	B-behind O-on time A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date		Summary Id
a	RRC Directors meetings	-	-	5C-1
d	Network standing committee meetings	-	-	5C-2
c	Regional meetings and conferences	7	12	

This reporting period marked the end of the funding. There were no network directors meetings during this period. The coordination was mostly informal with the Bureau of Education for the Handicapped. However meetings were held with the New York State Department of Education and local educational agencies.

APPENDIX A

HANDICAPPED LEARNERS CLASSIFIED BY HANDICAPPING CONDITION, AGE, SEVERITY, AND ZIP CODE LOCATION IMPACTED BY RRC #10 WORKSHOPS

CLIENT HANDICAP, SEVERITY AND MATURITY MATRIX*

Indirect

cumulative from Feb. 1,1977 to Nov. 15, 1977

TYPE OF HANDICAP	SEVERITY				MATURITY			TOTALS
	MILD	MODERATE	SEVERE	NO HANDICAP	UNDER 5	5 - 15	OVER 15	
No Handicap								
Educable Mentally Retarded	3025				25	2157	843	3025
Trainable Mentally Retarded		22957	4105		183	19807	7072	27062
Learning Disabled	941	4869	448		210	5703	318	6231
Emotionally Disturbed	1066	17171	1779		234	19019	763	20016
Other Health Impaired	325	13502	197		109	13793	122	14024
Orthopedically Handicapped								
Visually Impaired	57	1156	917		121	1477	532	2130
Speech Impaired	960	4941	333		464	5487	283	6234
Hard of Hearing	52	1213			28	1203	34	1265
Deaf			431		37	267	127	431
Deaf/Blind			-		-	-	-	-
Other Severely Handicapped			660			430	230	660
Multiple	441	2821	378		122	3139	379	3640
TOTAL	6840	68630	9248		1533	72482	10703	84718
TOTAL NOT REPORTED BY HANDICAPPING CONDITION								120,301
GRAND TOTAL								205,019

*Although definitions of handicapping conditions and levels of severity differ among individual states, data are summarized order to demonstrate general efforts of the program.

Retarded
CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	15,194				
103 Staten Island	834				
112 Brooklyn	106				
114 Jamaica	314				
118 Hicksville	781				
122 Albany	1,355				
125 Poughkeepsie	415				
126 Poughkeepsie	7,320				
129 Plattsburg	47				
132 Syracuse	777				
142 Buffalo	1,310				
109 Rockland	400				
119 Patchogue	239				
139 Binghamton	725				
118 Westbury	270				
45					46

Learning Disabled

CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	3,020				
118 Hicksville	1,508				
122 Albany	383				
126 Poughkeepsie	341				
132 Syracuse	66				
142 Buffalo	543				
109 Rockland	88				
119 Patchogue	87				
139 Binghamton	125				
118 Westbury	70				

Emotionally Disturbed

CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT [ ] INDIRECT [X] PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	15,420				
112 Brooklyn	9				
114 Jamaica	75				
118 Hicksville	1,598				
122 Albany	252				
126 Poughkeepsie	1,165				
129 Plattburgh	19				
132 Syracuse	108				
142 Buffalo	530				
109 Rockland	215				
119 Patchougue	117				
139 Binghamton	330				
118 Westbury	178				
49.					50

Physically Handicapped and

Other Health Impaired

CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	13,114				
112 Brooklyn	37				
118 Hicksville	111				
122 Albany	124				
126 Poughkeepsie	284				
129 Plattsburgh	27				
132 Syracuse	24				
142 Buffalo	68				
109 Rockland	57				
119 Patchogue	33				
139 Binghamton	125				
118 Westbury	20				
51					52

Visually Impaired
CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT [ ] INDIRECT [X] PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	1,008				
112 Brooklyn	2				
118 Hicksville	90				
122 Albany	824				
126 Poughkeepsie	66				
129 Plattsburgh	7				
132 Syracuse	72				
142 Bufallo	41				
109 Rockland	5				
139 Binghamton	15				

Speech Impaired
CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	2,011				
118 Hicksville	1,423				
122 Albany	930				
126 Poughkeepsie	1,112				
132 Syracuse	135				
142 Buffalo	203				
109 Rockland	90				
119 Patchogue	100				
139 Binghamton	154				
118 Westbury	76				
55					56

Hard of Hearing and Deaf

CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	1,025				
118 Hicksville	70				
122 Albany	97				
126 Poughkeepsie	108				
129 Plattsburgh	8				
132 Syracuse	9				
142 Buffalo	309				
109 Rockland	32				
119 Patchogue	5				
139 Binghamton	25				
118 Westbury	8				

Other Severely Handicapped
CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☑ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
109 Rockland	156				
119 Patchogue	134				
139 Binghamton	255				
118 Westbury	115				

Multiple
CLIENT ZIP CODE MATRIX

CUMULATIVE FROM 2/1/77 TO 11/15/77

RRC # 10 STATE NY SERVICE MODE: DIRECT ☐ INDIRECT ☒ PAGE ____ OF ____

ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES	ZIP CODE and LOCATION	# of CASES
100 New York	2,647				
112 Brooklyn	2				
114 Jamaica	49				
118 Hicksville	179				
122 Albany	76				
126 Poughkeepsie	95				
129 Tupper Lake	40				
132 Syracuse	51				
142 Buffalo	501				

61

62

B. CLIENT SUMMARY

CLIENT SUMMARY

RRC# 10

Summary of Clients receiving at least some direct appraisal and/or programming service.

STATE	TOTAL CUMULATIVE CLIENTS Q_1	Q_2	Q_3	Q_4

Summary of Clients receiving only indirect appraisal and/or programming service.

STATE	TOTAL CUMULATIVE CLIENTS Q_1	Q_2	Q_3	Q_4
New York	205,019	205,019		

C. NEW YORK REGIONAL RESOURCE CENTER

WORKSHOPS CONDUCTED

RRC/CORRC ACCOUNTABILITY FORM
WORKSHOP, DEMONSTRATION IN-SERVICE TRAINING PROGRAM
INPUT FORM

RRC NO. 10 TYPE CODE (SEE BELOW) _____ SUBMISSION DATE _____

WORKSCOPE BREAKDOWN NO. 1D-02 B WORKSCOPE DESCRIPTOR Provide technical assistance via Training Workshop

TITLE OF WORKSHOP, PROGRAM, ETC. Developing individualized educational programs.

DATE(S) 10/31/77 & 11/1/77 LOCATION (INCLUDE ZIP) Graduate Center/CUNY 33 W. 42 St.; NYC,NY 10036

TARGET POPULATION CODES (SEE BELOW) 1,2,5

IMPLEMENTING AGENCY CODE (SEE BELOW) 1

NUMBER OF PERSONS ATTENDING approx. 200 (Dennis has exact count)

STATUS (CHECK ONE)
_____ 1 PLANNING
_____ 2 DEVELOPMENT
_X_ 3 CONDUCTED (INITIALLY)
_____ 4 DOCUMENTED
_____ 5 CONDUCTED (SUBSEQUENTLY)

NARRATIVE DESCRIPTION OF SESSION INCLUDING EVALUATION DATA (IF ANY)

The New York City Regional Resource Center, City University of New York sponsored a seminar on Alternative Assessment Paradigms: Models for IEP Implementation.

The seminar was presented by the Leadership Institute for the Exceptional (LIFE), Inc. The primary objectives of the seminar were: 1) To present alternatives to current diagnostic/prescriptive models; 2) To discuss the utilization of the concept-referenced technique; and 3) To present program materials that are being used with success in other parts of the country. The seminar was presented in four sessions.

ACC 10 2/75

TYPE CODES
1. Workshop
2. Demonstration
3. In-service training

IMPLEMENTING AGENCY CODES
1. RRC
2. ALRC

TARGET POPULATION CODES
1. Special Education Teachers
2. Special Education Admin.
3. Classroom Teachers
4. School Administrators
6. Medical & Health Personnel
7. Institution Personnel
8. Social Workers
9. Mental Health Personnel
11. Exceptional Children
12. Advocacy Groups
13. Public Agencies (i.e., Public Health Children

D. REGIONAL DIRECTION SERVICE

FINAL REPORT

JUNE THROUGH SEPTEMBER, 1977

The Graduate School and University Center
of the City University of New York

CASE: New York Regional Direction Service
Regional Resource Center (RRC #10)
144 West 125 Street, New York, N.Y. 10027 Telephone: 212/860-6166

NEW YORK REGIONAL DIRECTION SERVICE

FINAL REPORT

(June, July, August, September 1977)

To: Ms. Marie Roane
Project Officer
BEH/USOE/DHEW

From: W.J. Roye
Project Director
P.R. Deppe, Associate Director
N.Y.R.D.S.

Funded under contract with the Bureau of Education for the Handicapped, USOE, DHEW.

COMPONENT #1. DEVELOPMENT AND MAINTENANCE OF AGENCY AND SERVICE INFORMATION BASE
includes: Activities related to compiling and maintaining information on Service availability in the R.D.S. service area.

During this quarter, the New York Regional Direction Service has placed particular emphasis on the development of detailed, accurate and reliable data about the availability and effectiveness of service provided by existing agencies to handicapped youths and their families in Northern Manhattan.

If prospective clients do not know where to go or what to do to seek relief for a medical, social or educational problem, or even where to look for information about services potentially available to them, their ability to cope, not to mention overcome the difficulties they are expecting, may be seriously impaired.

Existing service agencies, on the other hand, continue to be not sufficiently well-known, or visible, and the services they are to provide are consequently underused. Or they may have been overburdened with requests for services they are not properly equipped to provide resulting in less efficiency in their ability to carry out primary functions.

By informing, orienting, mobilizing and positively affecting individuals or groups within these constituencies, N.Y.R.D.S. continues to fulfill its role as a "mediating structure" in a human service delivery system.

By interposing itself between clients and agencies, and furnishing to both much-needed information about the availability, nature and extent of existing services, R.D.S. brought about some improvement in the service delivery system.

This component, for the operational period reported here, is a two-pronged function. The first function is to collect, analyze and catalogue

detailed information about service agency characteristics within the catchment area and to use and disseminate that information as widely as possible. The R.D.S. staff is constantly searching, recording, and contacting agencies as they become known to the agency. This activity resulted in locating, identifying and contacting 32 new agencies during the reporting period.

The second function is to deepen the relationship with key service providers into an actual collaborative approach to providing appropriate and efficient service to N.Y.R.D.S. clients. N.Y.R.D.S. staff must personally visit, recruit and maintain on-going contact with persons in each of the agencies, otherwise the in-need N.Y.R.D.S. client, when approaching the service, may be relegated to the already long "waiting" line of clients. This "waiting" line in some instances, and not uncommon in this area, is still a three to four month period from referral to service provision or placement!

TIME ALLOCATION ESTIMATE:

19.3% of N.Y.R.D.S. staff time was devoted to this activity this quarter. 1653.75 person hours of the total 8537.37.

COMPONENT #2. CONTINUED DEVELOPMENT MAINTENANCE AND DOCUMENTATION OF CLIENT INFORMATION AND SERVICE PROGRAM.
Includes: Assessment of client needs, identification of service gaps, maintenance of client files and records, coordination of service and follow-up of clients and services.

N.Y.R.D.S. forms, records, and procedures complement one another, and are part of an unified system which will result in better service to the clients, dependable records for the center, and reliable data for extended research in the circumstances and characteristics of handicapped children and their families living in the service area. A system for gathering and organizing client service information has been well established. Time was spent in contacting each previous client and simultaneously evaluating their service needs.

Three major service gaps still prevail:

1. Transportation - The cost of transferal of children to/from clinics, hospital, treatments, etc., is a problem. N.Y.R.D.S. contacts with businesses providing transportation reveal costs beyond the reach of the resubsidized family and red tape and confusion hampering the others. The transporters are reluctant to discuss the matter as they are embarrassed by their own practices.

2. Summer programs of recreation and rehabilitation for the handicapped are minimal. Camps are not equipped or staffed to manage handicapped youngsters. The physical site renovation needed in most of them to serve the handicapped is beyond their financial capability.

3. Few service organizations have field staff sufficient to follow cases into the homes and help with multiple problem families. Direction services continue to assist the 139 current case families directly and

through the existing cooperating agencies. Informal feedback continues to indicate the usual N.Y.R.D.S. client family with handicapped children, is known to at least four social agencies, including a wide variety of health services, most of which are public. It cannot be documented how effective service delivery is yet. N.Y.R.D.S. willingness to follow-up clients continues as the most critical and beneficial activity.

Most service agency line staff personnel contacted continued to welcome N.Y.R.D.S. services. Some of the administration and policy people are still resistant in some instances to cooperate with N.Y.R.D.S. Public schools and allied agencies are caught between desperate, because of severe fiscal cutbacks, yet resistive to outside referrals because of local interpretations of P.L. 94-142 and who is to take responsibility (legal) for their cases.

TIME ALLOCATION ESTIMATE:

27.5% of N.Y.R.D.S. staff time was devoted to this activity this Quarter. 2349.68 person hours of the total 8537.37.

COMPONENT 3: ADVISORY

Includes involvement of consumer, advocacy groups, association, advisory boards, etc. All activities which assist New York Regional Direction Service in needs, identification, future planning and useful data on the service area.

The New York Regional Direction Service approach to the advisory function early in the project was to gather specific information when going out to organizations active in servicing handicapped youngsters in the catchment area. While involved in outreach visits and interviews on agency sites, the project staff continuously solicits advice as to what knowledgeable consumers and service providers viewed as high priority problems for handicapped clients.

In this manner the advice -sometimes complaint, was specific. For example, a frequent response concerned the degree of difficulty many low income families experience in trying to "get to" services because of the high cost of transportation (from $2-4 dollars per 15 block travel).

During the last months of project life the general advisory questions have been deleted from the project presentations. This phase resulted in a list of respected and long standing service providers in the area who had a noted stance of being committed to solutions. These committed professionals are a standing commission to whom the project goes for insight, collaboration, and feedback concerning the needs and operations of community resources and our potential plans for service delivery. These discussions are often on a one-to-one basis in which the specifics of presenting concern the project brought is discussed, whether it is about a specific client and his needs or the development of methodological approach to a

certain large agency. As a final activity in this quarter, this entire group of service providers were brought together for an open house in the New York Regional Direction Service project site.

During this quarter the New York Regional Direction Service maintained the best advisory feedback function available to this project by participating on five key service commission boards which operate in this area.

- Health Systems Agency, Central Harlem Board.
- Planning and Development Subcommittee, Health Services Administration (NYC).
- New York Association of Black Social Workers.
- Harlem Catchment and Subcommittee on Child and Adolescent Services.
- New York City Department of Mental Health and Mental Retardation Services, Harlem Board.

Having participated within these structures for over six months, has eased our access to other services and given this project not only a greater visibility but a much wider scope out of which to proceed with our service delivery.

TIME ALLOCATION ESTIMATE:

6% of the New York Regional Direction Service Staff time was devoted to this activity this quarter. 560.4 person hours of the total 8537.37.

COMPONENT 4: OUTREACH

Includes: Activities which expand N.Y.R.D.S. public awareness capacity and outreach activities.

The past overall operational period saw the N.Y.R.D.S. continuing active collaborative relationships with 106 of the 276 identified agencies (38%), and an information loop with another 126 agencies (45%). Experience taught us however that what was first perceived as a necessary activity for a start-up period of nine months quickly surfaced as an ongoing function for the contract period. To maintain in the minds of the following potential referral sources the image of an agency which can and will be of assistance to handicapped persons in their need to gain awareness and access to services appropriate to their needs, is indeed a task requiring a great deal of effort.

17 Pre-school sites
250 Churches
5 Neighborhood Boards (+6 officers each)
4 Hospitals with Pediatric Service
43 Schools (Principals, guidance, teachers)
3 School district offices
17 N.Y.C. Board of Education Special Service Sites
97 Service agencies (not counted above)

or a contact list of 657 individual potential referral generating points.

C. In this quarter the N.Y.R.D.S. contacted each cooperating agency to review and update the COOPERATING AGENCY DATA SHEET. This format not only allowed staff to recirculate NYRDS Brochures, or Data Sheets, and discuss the Direction Service Concept, but also to reestablish a personal contact within each agency to whom staff could return for mutual cooperation. Those contacted individuals, if not contacted because of client's service needs were informed of N.Y.R.D.S. current activity through the telephone conversations.

SERVICE EVENTS SPONSORED BY R.D.S.

DATE	EVENT
June, 1977	Harlem Hospital/CUNY Mini-Academy Vision Screening
June 18 & 25, 1977	CHAMP Day Care Center (4) Workshops "The Handicapped Child in the Family: From Awareness to Reality and Planning".
	I Learn and Discuss the Warning Signs
	II Diagnosis
	III Resources
	IV Attitudes and Reality
June 27, 1977	OPEN HOUSE #2 Cooperating Agency Feedback Session #2
September 8, 1977	CHAMP Day Care Center - "Mainstreaming the Handicapped Child", workshop for educational staff.

MATERIALS DISSEMINATED IN OUTREACH EFFORTS
(Project totals as of September 30)

	Number Distributed
New York Regional Direction Service Flyer (English)	715
New York Regional Direction Service Flyer (Spanish)	540
New York Regional Direction Service Pamphlets:	
1. Helping The Preschool Child Learn to Speak Distinctly	1360
2. Helping The Preschool Child Who "Stutters"	325
3. Stimulating Speech and Language Development Of The Pre-school Child	360
4. Suggestions For Dealing With The Problems For The Visually Handicapped Pre-school Child	410
5. Helping The Pre-school Child Who Has A Hearing Loss	350
POSTER	50
Your Child's Right To An Education SED, OECHE, April, 1977	135
Directory Of Camp Facilities For Mentally Retarded Children And Adults	95
Directory Of Transportation Companies	85
New York Regional Direction Service Summer Camp List	430

COMPONENT 5: ADMINISTRATION
Includes activities related to costs, staff development, management, and efforts not readily assigned to one or more of the preceding areas. Administration also includes Documentation of model and replication planning.

While Component 5: Administration, contains the specific areas of administrative activity and concern: Replication of model; Staff Development; Reporting and Accountability; Evaluation; and other concerns, it should be recognized that the administrative staff necessarily played a direct leadership role in all components. The N.Y.R.D.S. staff relationships and management style were designed to be tightly knit, active across the wide range of activities, and highly interactive. The operation of a Regional Direction Service for handicapped youth in the Harlem area presented a unique and continuing challenge to service organizations and public education institutions throughout the demonstration area.

Through its own organizational operation and it's observable stance, the N.Y.R.D.S. has continued to show that the Direction Service Concept is feasible, operationally sound, and a replicable model (at the city and state level) which yielded multiple service benefits to the handicapped youths and their families in the service area. The N.Y.R.D.S. is now recognized by it's experience and planning as a colleague in the task of service delivery by other service agencies. As such the N.Y.R.D.S. has been called upon to share it's expertise and developmental capacity.

As indicative of the activity unique to the administrative section, the following time line of administrative activity and concerns is included for this quarter. This listing excludes the routine duties of monthly and other report writing, fiscal accounting, and general manage-

ment of activities.

June, 1977

- Staff development, in-house, to increase skills associated with the use and interpretation of psychometric tools used by the NYCBOE.
- Planning continues for the parent workshops in July, over 20 agencies have been contacted.
- Meetings continue with NYCBOE units to determine areas of collaboration.
- Open House for NYRDS agency and advisory represenativies held.
- Advertisement copy is distributed to Public Housing Project newsletters (distributorship of over 9,000 households in catchment area).

July, 1977

- First cases received from NYCBOE Evaluation Units as test of NYRDS production.
- Staff instructed to begin organizing files and materials for close-out procedures in August.
- Intensive effort to complete NYRDS process with new clients.

August, 1977

- Staff begin to take annual leave.
- Finish case load referred by NYCBOE - 100% contact and 100% service provision.
- Begin close-out procedures, caseloads and statistical information.

Time Allocation Estimate

30% of N.Y.R.D.S. staff time was devoted to this activity this quarter.

2582.15 person hours of the total 8537.37.

New York Regional Direction Service
Summary of Personnel & Time Allocation
June 1977 - September 1977

	Agency/Service Info.		Client Serv./Info.		Advisory		Outreach		Admin.		
	%	I	%	II	%	III	%	IV	%	V	TOTAL HRS.
une	19	395.78	21	437.45	2	41.66	22	458.3	36	750	2,082.1
	(During June, 1977, New York Regional Direction Service expended 2,083.1 person hours carrying out its mission. This involved 17 people working and 22 workdays.)										
uly	21	629.6	37	1109.3	1	30	9	269.8	32	959.4	2,967
	(During July, 1977 New York Regional Direction Service expended 2,968 person hours carrying out its mission. This involved 17 people working and 20 workdays.)										
ugust	18	380.16	23	485.76	14	295.68	19	401.28	25	528	2,110.38
	(During August, 1977, New York Regional Direction Service expended 2,112 person hours carrying out its mission. This involved 15 people working and 23 workdays.)										
eptember	18	248.22	23	317.17	14	193.06	19	262.01	25	344.75	1,378
	(During September, 1977 New York Regional Direction Service expended 1,379 person hours carrying out its mission. This involved 12 people working and 21 workdays.)										
OTAL	19.3	1653.75	27.5	2349.68	6	560.40	16	1391.39	30	2582.15	8537.37

Service Delivery Agency: ALRC _____ (Region #) RRC _____ (Region #) SEA _____ (Region #)

Check if appropriate: LEA _____ SLRC _____ MLRC _____ LLRC _____ OTHER RDC

Strategy #: IE - 04

Descriptor: New York Regional Direction Service Demonstration

Cumulative Strategy-Level Activity

	Q_1	Q_2 *	Q_3	Q_4	Projected
Costs	91,989.88	208,136.44			$14,352.93
Person Hours	5,999	14,536.37			Hrs _____
Schedule	0	0			B-behind O-on A-ahead

OUTCOME UNITS

Unit Id	Descriptor	Cumulative Unit-Level Activity to Date Q1	Q2	Q3	Q4
	* This does not include $500.00, the balance remaining on a sub-contract with the University of the State of New York, with the New York State Education Department. The NYRDC awaits billing from New York State Education Department for the final payment due.				